

Meeting Questions and Answers:

Subject: Reviewing Accommodations and Preparing for STEP testing

Start Time: Thursday, February 19, 2009 3:30:00 PM GMT-6:0

Presenters: Elizabeth Gordon and Linda Turner

Will the PowerPoint be available for downloading?

The PowerPoint and streaming video of the presentation are available at:

http://doe.sd.gov/oess/specialed/Assessment_Standards/index.asp

under the accommodations section.

For those who are getting read aloud in a small group or one-on-one do we need to code that as such if the student normally has tests read aloud in the general classroom?

If it is not an accommodation to test in small group or one-on-one throughout the year and is just due to the nature of the test, then you do not code it as an accommodation

What type of training is required to administer the Dakota Step?

We expect that those administering the assessment have been provided information from the Test Coordinator Handbook and have read the directions for administration and be informed of special testing procedures that are also in those documents.

On the writing test, do we code IEP if no accommodations are provided? On the Dakota Step do bubble in Box #5 if the student is on an IEP but receives no accommodations?

On the D-STEP you code IEP even if they do not have accommodations. For the writing assessment in the Test Coordinators Handbook on page 37 it outlines how to properly code. If a student is on an IEP and receives no accommodations, nothing is coded for the writing assessment.

This is the first year the third graders are expected to mark their answers on a bubble sheet. Please provide an example of how you would document this accommodation on the IEP (PLOP, Goal pg, and Accommodation pg).

If a student is unable to document their work, they would require a scribe. In order to have a scribe for assessment, they would require that accommodation in all subject areas throughout the year as well. I would suspect in the case of third graders that it is not that they can not document their work, but rather they need to have opportunities to practice using a bubble sheet.

What does that mean for me (a special educator) when you FLAG an IEP?

Flagging an IEP would simply refer to making a note that there is an area of the IEP that is not in compliance during a review.

What do we do if an IEP states accommodations that the student never uses or has used. Do we amend to remove those or change them at their next IEP?

If there are accommodations on the IEP that are not being used, the team should hold a meeting to amend the IEP as soon as possible. If the IEP is not being followed (for whatever reason: student refusing to use the accommodation, no longer is providing benefit...) the parents would have the right to file a complaint.